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ABSTRACT

This document describes a two-step process that Austin Community College (ACC) (Texas) used to develop its 1999-2004 strategic guidelines. The first step involved guiding college task forces, programs, support areas, and committees through the process of reviewing college-wide strategic priorities; identifying those priorities to which each area needed to respond; identifying tactics each area would use to meet related key objectives; identifying specific personnel, timeframe, and resources needed to implement tactics; and specifying outcomes that would indicate that the objective had been met. A sample worksheet is included, as well as a table aligning general strategic priorities/key objectives with specific program/support areas. The second step of the process involved visioning--asking each program and non-teaching area to look out over the next five years and forecast how things will be different. Short consensus responses, focused on new initiatives that are significant to the "big picture" of ACC, were posted on the Web for wider consideration. Attachments include descriptions of organizational elements and responsibilities of the instructional area within the planning process; a timeline for the 1998-99 strategic planning process; and a description of the overall ACC strategic planning process and priorities. (PGS)

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Austin Community College

ED 448 845

Guidelines

Unit-level Strategic Planning for 1999-2004

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Austin Community College
Guidelines
Unit-level Strategic Planning for 1999-2004

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Unit-Level Strategic Planning must be competed by November 2, 1998

If you have questions regarding the process outlined in these Guidelines, please contact Martha Oburn in the Office of Institutional Effectiveness

The Strategic Planning Paradigm

Strategic Planning is a systematic process designed to examine our mission and programs in order to respond to our changing environment. Although the future is unpredictable, we can make some assumptions and reasonable forecasts about what the future might be. Moreover, we can also impact what happens by developing a shared vision of the future and taking actions to ensure that our desired future becomes reality. Thus, once these strategic action plans are developed and approved, we can use them to guide resource allocation (budgeting). Each area of the College will then have the resources needed to implement the approved plans.

This process began with the college-wide SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis that was done during the Spring and Summer. (Specific information on the SWOT is available in the Attachments to this document.) We are now ready to proceed with two key steps that will provide unit-level input:

1. **The identification and evaluation of alternative strategies for maximizing our opportunities to respond to anticipated changes; and**

2. **The vision for the future.**

In order to accomplish these, *the first step* will involve addressing one or more of the Strategic Priorities and Key Objectives that have been identified in the college-wide strategic planning activities. This will involve reviewing the list provided here (see Strategic Planning Priorities and Key Objectives) and identifying those to which your area needs to respond. Some areas will be responding to several of the Key Objectives. Others might be responding to only one. Responses will involve identifying the Tactics that will be used to address the Key Objective and determining the Timeline and Resources that will be needed to accomplish the Tactic. See **Step 1–Unit-level Input into the Strategic Planning Process** for specific information.

The *second step* for each unit will be to create a vision for the future. This will involve thinking about the "big picture" possibilities for your area. During this process, you are encouraged to "think out side of the box" and create a vision of what *your area* could be doing in the next 5 years.

Each Taskforce/Program Area will need to develop a short (one or two page) statement relating to what the area sees as the answer to the question:

During the next 5 years, what new initiatives/projects do you wish to initiate in your area that will make a major difference in teaching and learning in your discipline?

Non-instructional areas in the college will need to consider the question

During the next 5 years, what new initiative/projects do you wish to initiate in your area that will make a major difference in the services your area provides?

In addition, each area will need to suggest the major new resources related to the initiatives and projects that will be needed to make them happen. This is outlined in **Step 2--Visioning Questions.**

Step 1–Unit-level Input into the Strategic Planning Process

All areas will have the opportunity to provide input into strategic planning by identifying how they will address Key Objectives that directly relate to the unit. A Sample Worksheet for Unit-level Strategic Planning has been provided with these materials to assist in the development of unit-level input. All work on this activity must be competed by November 2, 1998.

Directions for Task Forces, Programs, Support Areas, and Committees

1. Review the list of College-wide Strategic Priorities and Key Objectives.

   These are the 11 Strategic Priorities and related Key Objectives that have been identified though the College's institution-wide strategic planning activities, including the SWOT and the Strategic Planning Workshops. They form the basis for unit-level participation in the College-wide Strategic Planning process. The Key Objectives include both issues that the College must address as well as initiatives that need to be developed.

   These are located in the Attachments section of these Guidelines.

2. Identify those to which your area needs to respond.

   Areas, committees, and people who are to respond are noted next to each Key Objective. For example, Taskforces and Programs are listed as Respondents to the Key Objective "Identify and target programs for expansion." However, not all instructional areas will respond to this Key Objective–only those who have a program that will be expanded need to address this Objective with a Tactic.

   Units are invited to add Key Objectives. If, in the process of your discussions on how to address a Strategic Priority, another possible Key Objective is identified, it should be discussed with the your reporting AVP and VP. The VP may then have it added to the database by e-mailing the Office of Institutional Effectiveness at jlv@austin.tx.cc.us or oieinfo@austin.tx.cc.us The item will be added to the list and the area can then complete the information that is needed.

3. Identify the Tactic that your area will use to meet the Key Objective.

   Discuss the Key Objectives and identify what the options are. Then determine the best approach for ACC at this time. You may wish to consult with your Dean and/or AVP.

   Develop a consensus within the Taskforce/Program as to how the Key Objective will be addressed. These initiatives/projects become Tactics that will be implemented over the next several years.

In a sentence or two, briefly describe the action to be taken. For example, "ACC will offer a new program in xxxxxxx;" "A comprehensive approach to assisting students in learning labs will be implemented;" "A plan to provide job placement functions on all campuses will be developed."

4. Once you have decided on the Tactic, determine

   - Who *in your area* will be taking primary responsibility for ensuring that the objective will be met.

     This is also the contact person if there are questions about the Tactic.

   - The years in which the activities will occur,

     Please select years from 1999 through 2004.

   - The major resources that will be needed

     If this Tactic has implications for Facilities, Technology, or Human Resources, indicate the area and briefly explain the implication. For example, "Classrooms will be needed to accommodate expansion of the labs;" "Classrooms will need to be equipped to accommodate multimedia technology;" "Technical staff to support the lab will needed;" "Training of faculty to use the new equipment will be required."

   - The outcome–how we will know if the objective has been met.

     Indicate the overall result of the tactic. For example, "ACC will recruit more minority students;" "As a result of plans to market workforce programs, enrollment in the programs will increase;" "A building on the Northridge Campus will be built;" "A new program in xxxxxx will be developed and offered."

5. Enter the information on the Web-based form.

   This form will be ready by October 1, 1998. See the Directions for Data Entry for Unit-level Strategic Planning.

6. Print a copy for your records. You may also wish to send a copy to you Dean and/or AVP.

Sample Worksheet for Unit-level Strategic Planning

Unit Name _____ **Code:**_____

Strategic Priority _____

Key Objective _____

Tactic:

Responsibility: _____

Time frame: **Year this project will begin** _____.

Year this project will end _____.

Outcome:

Implications for

AREA	**Briefly describe implication for each area checked**
[ ] None	
[ ] Facilities	_____
[ ] Technology	_____
[ ] Human Resources	_____

Step 2--Visioning Questions

Visioning involves looking out over the next 5 years and forecasting how things will be different. It is a process of strategic thinking to identify the possibilities the future presents. It provides the opportunity to look beyond our annual time frame and to see beyond the immediate future. To accomplish this, we will focus our thinking on identifying new project and initiatives.

Directions for Task Forces and Programs

This process involves discussing following 2 questions and writing a short statement summarizing your area's vision for the future. Your focus needs to be on new initiatives that are significant to the "Big Picture" of ACC. While all of us realizes that not everything that not everything we propose will get done, this is an opportunity to "get things on the table" for wider consideration. Once you have come to a consensus, write a brief (no more than a page or two) summary. To identify Resources, briefly describe the support your area will need in order to implement the initiatives/projects you have identified. See the sample below.

> **Question 1: During the next 5 years, what new initiatives/projects do you wish to initiate that will make a major difference in teaching and learning in your discipline?**
>
> **Question 2: What are the major resources that will be needed for you to accomplish your initiatives/projects?**

After consulting your Dean, these will need to be posted to the Web. Instructions for this will be distributed in October.

Sample

Question 1: What new initiative/projects do you wish to initiate to change/improve teaching and learning in your discipline during the next 5 years.

> In 5 years, we want half of our courses to be offered as multi-media courses. This will mean developing new course syllabi, incorporating software and training faculty on how to use this methodology.

Question 2: What are the major resources that will be needed to accomplish your initiatives/projects?

> Software specific to our discipline will need to be purchased.
>
> Multimedia classrooms will need to be developed on at least 3 campuses.

Training in the form of summer workshops will need to be provided to at least 5 faculty members.

Directions for Support Areas

Support Areas include all non-teaching areas of the College.

This process involves discussing following 2 questions and writing a short statement summarizing your area's vision for the future. Your focus needs to be on new initiatives that are significant to the "Big Picture" of ACC. While all of us realizes that not everything that not everything we propose will get done, this is an opportunity to "get things on the table" for wider consideration. Once you have come to a consensus, write a brief (no more than a page or two) summary. To identify Resources, briefly describe the support your area will need in order to implement the initiatives/projects you have identified.

Question 1: During the next 5 years, what new initiative/projects do you wish to initiate that will make a major difference in the services your area provides?

Question 2: What are the major resources that will be needed for you to accomplish your initiatives/projects?

After consulting your AVP or EVP, these will need to be posted to the Web. Instructions for this will be distributed in October.

Sample

Question 1: What new initiative/projects do you wish to initiate to change/improve services your area during the next 5 years.

ACC needs to better serve the career development needs of both students and business and industry. A major part of this is the implementation of comprehensive job placement services that are available on every campus.

Question 2: What are the major resources that will be needed for you to accomplish your initiatives/projects

Job placement offices will require staff as well as space on each campus.

Austin Community College
Strategic Planning Priorities
SEPTEMBER, 1998

Strategic Priority/Key Objective	Respondent
1. Expand existing and develop new instructional programs	**EVP, Academic and Student Affairs**
Plan and implement a comprehensive program review system	EVP, Academic and Student Affairs
Develop marketing plans for individual instructional programs	Marketing Executive
Develop criteria for new program development and expansion	EVP, Academic and Student Affairs
Explore options for new programs in Multi Media Biotechnology Radio/TV Film AAS–tied to Journalism Dental Hygienist IT certification GIS/Excavation Small business management International Business/Global Market Turf/Golf Course Management	AVP, Workforce Taskforces/Programs
Identify other new program opportunities	Taskforces/Programs
Identify and target programs for expansion	Taskforces/Programs
Develop a comprehensive plan for the expansion of Allied Health programs	Dean, Health Sciences
Develop a comprehensive set of programs in the Arts at the Rio Grande Campus and/or Eastview Campus including addressing the issues of performance space.	Deans, Art and Humanities
Develop a comprehensive plan for the expansion of alternative credit	Exec. Dean, Workforce
Develop comprehensive criteria and a decision matrix for program analysis along the concept of the "business case" method.	EVP, Academic and Student Affairs

Strategic Priority/Key Objective	Respondent
2. Explore instructional delivery alternatives for courses and programs to ensure instructional flexibility	**EVP, Academic and Student Affairs**
Plan for the integration of technology into the curriculum, including addressing philosophical issues on the role of technology	AVP, Workforce AVP, Academic Programs
Plan for the comprehensive implementation of V-Tel courses	Taskforces/Programs AVP, Open Campus
Plan for the comprehensive implementation of web-based courses	Taskforces/Programs AVP, Open Campus
Plan for the comprehensive implementation of week-end courses	Taskforces/Programs SOSPC
Plan for the comprehensive implementation of condensed format courses like 8-week and flex entry.	Taskforces/Programs AVP, Open Campus
Develop a plan for ACC's participation in the Virtual College of Texas	AVP, Open Campus
Investigate developing degree programs for week-end college	Taskforces/Programs SOSPC
Investigate developing degree programs offered through distance learning	Taskforces/Programs AVP, Open Campus
Develop program of support from the Learning Resource Services and student Services for students and faculty involved in alternative instructional delivery modes.	AVP, Open Campus AVP, Student Services
Develop seamless transition from ABE/GED to credit to include integration of student support services	Director, Adult Education
Evaluate how to award credit for experiential learning	AVP, Workforce AVP, Student Services
Plan with other involved parties for the start up of the MITC	VP, School Relations
Plan with other involved parties for a permanent facility for the MITC	VP, School Relations

Strategic Priority/Key Objective	Respondent
Develop a marketing plan for the Eastview campus	Marketing Executive SOSPC
Develop a plan to implement the partnership with the One Stop Center	AVP, Student Services
Create a plan to develop the Eastview campus as a community hub	Provost, Eastview
3. Ensure continued high quality teaching	**EVP, Academic and Student Affairs**
Develop a comprehensive plan to address issues relating to instructional quality, student access, and training of faculty	EVP, Academic and Student Affairs
Create a comprehensive faculty development program	Dir., Faculty Development
Create learning communities within ACC by considering 1- Block scheduling 2- Interdisciplinary courses 3- Collaboration of student development and the teaching areas	EVP, Academic and Student Affairs AVP, Human Resources
Develop plans to integrate technology into teaching and learning process	Taskforces, Programs AVP, Learning Resources
Plan and implement comprehensive orientation and mentoring program for new faculty to ensure teaching effectiveness	Dir., Faculty Development
Study implementing an early retirement program.	AVP, Human Resources
Consider faculty salary stipends in high-demand disciplines	EVP, Academic and Student Affairs
Implement 3-year hiring plan	EVP, Academic and Student Affairs
4. Improve student retention and goal completion	**EVP, Academic and Student Affairs**
Ensure student services that support teaching and learning	AVP, Student Services
Create comprehensive retention initiatives	AVP, Student Services Retention Committee

Strategic Priority/Key Objective	Respondent
Develop retention strategies focused on minority students	AVP, Student Services Retention Committee
Develop a comprehensive student tracking system, focusing on who leave and who stays	AVP, Student Services AVP, Institutional Effectiveness Retention Committee
Explore methodologies on how to be successful with developmental students	AVP, Academic Programs CODE
Develop a comprehensive advising system for students that includes faculty	AVP, Student Services
Create activities that will ensure that ACC has a welcoming environment for students	AVP, Student Services Retention Committee
Fully develop an early intervention program for students	AVP, Student Services Retention Committee
Research who leaves and stays at ACC and use for decision-making.	Retention Committee AVP, Student Services AVP, Institutional Effectiveness
Generate a plan to provide job placement services to students	AVP, Student Services
5. Expand relationships with the community regarding instruction	**EVP, Academic and Student Affairs**
Implement a faculty exchange program between ACC workforce faculty and business and industry	AVP, Workforce
Develop plans for all workforce education programs to expand linkages with business and industry	AVP, Workforce
Provide opportunities for ACC to be represented on business and industry committees	AVP, Workforce
Develop partnerships with the local arts community, including museums	Dean, Arts and Humanities
Develop partnerships with 4-year institutions by developing a transfer center on each campus	AVP, Academic Programs
Complete articulation guides with the institutions to which students transfer	AVP, Academic Programs

Strategic Priority/Key Objective	Respondent
Initiate faculty-to-faculty meetings between ACC faculty and those at UT and SWT	AVP, Academic Programs
Develop partnerships with the K-12 community by initiating faculty-to-faculty interactions	VP, School Relations
Develop a mechanism to provide feedback on student outcomes to local high schools	VP, School Relations
Re-focus TechPrep initiatives	VP, School Relations
Develop and implement a process to provide input form the community at the campus level	Provosts
Explore and develop international partnerships	Dir., International Programs
Define the relationship between workforce development and career development needs to ensure a balance between meeting industry's needs and those of our students	AVP, Workforce
Develop a strategy to tie ACC into the business community by sector	AVP, Workforce
6. Expand student recruitment efforts	**Marketing Executive**
Develop recruiting initiatives for various segments of the student population including High school students Non-highschool graduates Minority groups Bachelor's graduates	Marketing Executive SOSPC
Develop marketing strategies to address the market in local business and industry	Marketing Executive SOSPC
Develop a plan to market to GED recipients as a target market.	SOSPC Marketing Executive
Analyze and identify who ACC's competition is	Marketing Executive SOSPC
Develop comprehensive and systematic plans to market ACC by segment	Marketing Executive SOSPC

Strategic Priority/Key Objective	Respondent
Develop a comprehensive strategy to deal with the issue of ACC as the easy alternative by : 1- Focus emphasis on differentiating between lower standards and good teaching 2- Emphasizing that ACC provides the first 2 years of college rather than grades 13 and 14, especially to parents 3- Focusing on outcomes in image data–student success 4-Internal discussions on the community college as providing the first 2 years of college rather than grades 13 and 14	Marketing Executive SOSPC
Develop comprehensive and systematic plans to market ACC outside of Austin	Marketing Executive
Determine how to reach the 18 to 25 year-old minority populations.	Marketing Executive SOSPC
Develop a mechanism to include successful students in recruiting others from area high schools.	Marketing Executive SOSPC
Modify existing systems to ensure easy access for applicants	AVP, Student Services
7. Ensure effective promotional/outreach efforts that capitalize on ACC's positive public image	Marketing Executive
Focus on marketing efforts that will enhance public awareness of ACC and ACC's public image	Marketing Executive SOSPC
Develop an ACC presentation package for ACC staff who address groups to ensure a consistent message	Marketing Executive
Investigate creating a speaker's bureau	Marketing Executive
8. Use information for decision making	**AVP, Institutional Effectiveness**
Improve access to information through the use of technology	AVP, Information Technology
Increase the availability and use of data to support decision making through the institutional effectiveness process	AVP, Institutional Effectiveness PEC
Evaluate information needs college-wide and develop a plan to ensure it is available	AVP, Information Technology

Strategic Priority/Key Objective	Respondent
Ensure the implementation of Datatel brings consistency to data	Director, Information Services
Analyze what information is needed to support decision-making and integrate it into the Datatel implementation process	AVP, Institutional Effectiveness Datatel Reports Committee
9. Develop facilities to meet instructional needs	**AVP, Facilities**
Develop an instructional master plan to guide decision making regarding new campuses, new buildings, etc.	EVP, Academic and Student Affairs AVP, Facilities Facilities Planning Committee
Create a plan to build a health sciences center	AVP, Facilities Facilities Planning Committee
Create a plan to expand the Northridge Campus	AVP, Facilities Facilities Planning Committee
Create a plan for Phase 2 of the Eastview Campus	AVP, Facilities Facilities Planning Committee
10. Increase fiscal resources	**President**
Expand the tax base through enlarging the service delivery area	Board of Trustees
Increase the tax rate in the service delivery area	Board of Trustees
Expand the tax base by developing a structured campaign strategy	Board of Trustees
Implement capital campaign	Exec. Dir., ACC Foundation
Re-allocate existing funds to improve efficiency of the college.	EVP, Academic and Student Affairs EVP, Administration
Develop a plan for grant development	Dir., Grants
Explore creating an alumni organization	EVP, Administration
11. Improve internal administrative processes including the use of technology	**EVP, Administration**
Develop a comprehensive technology plan that deals with all aspects of technology from an institution-wide perspective	AVP, Information Technology Technology Committee

Strategic Priority/Key Objective	Respondent
Provide a strategy to ensure training of faculty and staff as technology changes including 1- Skill analysis by position 2- Tie skills and training to the evaluation process 3- Alternative delivery of training 4- Developing a certification process 5- Providing opportunities as software changes	Technology Committee AVP, Human Resources AVP, Information Technology AVP, Learning Resources Dir., Faculty Development
Develop software standards and guidelines for migrating to upgrades	AVP, Information Technology Technology Committee
Create a college-wide plan for purchasing and installing software	AVP, Information Technology Technology Committee
Implement a systematic method to analyze internal processes (TQM, CQI)	EVP, Administration
Complete the development of administrative rules	EVP, Administration
Analyze the implications of the transition to Datatel, including the review and modification of internal processes	AVP, Information technology AVP, Student Services AVP, Human resources VP, Business Services
Develop procedures manuals in all key areas	EVP, Administration
Develop an employee recognition program for all employees	AVP, Human Resources
Develop an internal program to develop leadership skills of faculty and staff	AVP, Human Resources
Provide staff training to meet needs, including team building, mediation, conflict resolution	AVP, Human Resources
Emphasize processes that use collaborative decision-making	AVP, Human Resources
Provide for better internal communications	Marketing Executive AVP, Human Resources

Sample Entry for Unit-level Strategic Planning

Strategic Priority X: *Use information for decision making*

Key Objective X.1 *Increase the availability and use of data to support decision making through the institutional effectiveness process*

Unit: *OIE* **Unit Name** *Office of Institutional Effectiveness*

Tactic : Develop a series of web-based reports for the instructional areas

Responsibility: AVP Institutional Effectiveness

Time frame: **This project will begin** 1999 **and run through** 2001.

Outcome: Key reports will be available on the web.

Implications for **Units will need to discuss implications with each group checked**.

[ ] None **[ ] Facilities** **[x] Technology** **[x] Human Resources**

Facilities

Technology

Access to Server to develop web-based reports

Software for report development

Human Resources

Staff training

If you like to see the directions for the web data entry, please contact the Office of Institutional Effectiveness at 223-7774.

Attachments

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2. Strategic Planning Timeline
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Presidential Organizational and Operational Statement #3

Purpose of Statement

This statement outlines organizational elements and responsibilities of the instructional area within the planning process.

Relationship to "One-college" Organization

A key objective of the implementation of the "one-college" organizational structure is to gain the benefit of college-wide planning for our instructional programs and services. The creation of two instructional associate vice president positions designated for academic programs and workforce education, along with the seven college-wide deans and the system of task forces and program coordinators, assists with the development of a unified, shared vision and direction for the College. The continuous quality improvement of our instructional programs through our system of institutional effectiveness, program evaluation, long- and short-range planning, and operational planning is the primary purpose of the "one-college" organization.

Planning Cycles of the Academic Organization

The Task Force Chairs and Program Coordinators (in areas without Task Forces) provide the basic planning building block units for annual operation, short-range, and long-range plans for specific instructional programs. Instructional plans "originate" within these units and are consolidated, evaluated, and prioritized at each successive, higher level of the organization--the Dean's level, the Instructional Associate Vice President's level, the Executive Vice President's level, and a college-wide or Presidential level. Moreover, for each type of plan, supervising levels of the organization will identify areas of challenges and opportunities that are to be used in the development of all "originating" unit-level instructional plans. Philosophically, it is therefore recognized that planning is not 100% bottom-up, even as we recognize and endorse the principle that it should not be a 100% top-down process in a collegial institution dedicated to participation and collegiality.

Within this context, it is also recognized that the College's shared governance structure also has a role in all planning processes. The various councils and committees, with planning and evaluation as part of their charge, are an integral part and are particularly charged with developing recommendations on topics that are not single discipline or program specific in nature, or which impact multiple disciplines. For example, the Committee on Developmental Education (CODE) may have recommendations to be incorporated into the unit-level plans of multiple individual Task Forces.

Summary timelines for the various planning processes are included in the table below.

The Annual Operational Plan -- The Budgeting Process for the Instructional Areas

The annual budget is considered the key annual operational plan, but also includes linkages to multi-year fiscal plans and other multi-year plans and short and long-range strategic plans. The 1998-99 budget plans shall include not only one-year expenditure plans for each instructional area, but also three-year expenditure plans for identified areas including technology and equipment. In fact, no equipment for 1998-99 will be approved that is not also part of a three-year expenditure plan. As in other areas, proposals for technology and equipment will be evaluated according to institutional priorities and budget constraints.

Increasingly, the annual budgets will be tied to data and information from the institutional effectiveness process. New initiatives need to have a sound basis in previous assessment efforts, either by the instructional unit or another college structure. Where appropriate, budget proposals should include a reference to institutional effectiveness analyses that relate to the activity being proposed. This may occur at both the institutional and discipline-specific levels. For example, institutional priorities may be set because of the results of a particular assessment. These priorities will then be reflected in budget proposals.

All elements of the budgetary operational plan for the instructional areas are submitted to the Deans for evaluation and prioritization with other expenditure proposals within the Dean's area.

The guidelines and timetables for the annual budget process shall be issued by the Administration each January. A system of college-wide participation, such as budget hearings, will be used to evaluate budget initiatives according to established institutional priorities. In addition, the college-wide Technology Committee will review technology recommendations. Facility improvement proposals will be evaluated by a facilities committee. These committees will review proposal impacting the educational programs of the College provided from many sources, including Task Forces, Program Coordinators, Deans, Workforce Education Coordinating Committees, Instructional Associate Vice Presidents, the Executive Vice-President, and others. They will make recommendations to the Budget Priorities Committee.

The operational budget planning process does not in any way change the expected responsibility of implementation of an approved budget in the instructional area, which remains with the Task Force through the Chair or with the Program Coordinator. Such implementation responsibilities begin with each academic and fiscal year after the budget has been approved.

Internal Resource Allocation System and East Campus Planning

For the budget cycle of 1998-1999, the College shall utilize, to the extent possible, a more "formula-based" allocation of resources to the campuses. This is a direct reflection of the goal to allocate faculty, staff and resources equitably across campuses and among disciplines and programs. To this end, the Executive Vice President, with input from others, will develop a

faculty and staff allocation model that will lead to a more even distribution of full-time and part-time faculty teaching across disciplines and campuses. However, operating budgets for instructional areas will not be allocated by campus. Rather, each discipline/program will have a college-wide operating budget based upon a formula. Distribution of administrative and educational support services to the campuses will be based on headcount or contact hours, as appropriate for the type of service under guidelines issued by the Vice President for Administration and Institutional Advancement.

The formula allocation system is considered essential in light of the new East Campus, which makes historical funding patterns less relevant, if not irrelevant. The 1998 annual budget must reflect the opening of the East Campus in January of 1999. The resources for the operation of East Campus will involve reallocation of existing resources, including faculty, from other campuses. Some start-up funds will be available from the special state appropriation. However, this appropriation is not an ongoing allocation and, therefore, will not cover operational expenses. Rather, it will be used to cover the purchase of basic classroom equipment, such as desks. For purposes of planning and formula allocation, projections at the East Campus will be based on an analysis of the number of sections to be offered and anticipated enrollment.

Strategic Instructional Planning

In addition to annual operational planning including budgeting, Task Forces, Program Coordinators and Deans will be engaged in two types of strategic instructional planning efforts: a biennial short-term planning process covering three years; and a long-range planning process covering five or more years. A formal program review process will complement both short- and long-range planning. Given the rapid rate of change in our environment, it is likely that short- and long-range strategic planning cycle will need to be initiated every two years.

Short-term Planning

Short-term planning will include multi-year tactical proposals for technology, instructional equipment, professional development activities, etc. These plans will also focus on recommending the development of new courses or approaches to instruction that will be implemented within the three-year time frame. These plans will be developed biennially and updated annually. College-wide implementation of the short-term planning process will occur during the Fall of 1998. Guidelines will be developed by the Executive Vice President and Associate Vice President for Institutional Effectiveness, in consultation with others, including Deans, Task Force Chairs, and Program Coordinators.

Long-range Planning

Long-range strategic planning involves setting a "visionary course" for the institution. As part of this process, the Executive Vice President, the Instructional Associate Vice Presidents, and the Deans will conduct activities that will provide a look into the future of the instructional

areas. This will involve a review of environmental trends, including legal and community issues, as well as an in-depth analysis of institutional effectiveness information. The process will involve College faculty and staff as well as external constituencies, such as Workforce Education Coordinating Committees, and discipline experts from outside the College. The plans developed will drive the over-all efforts of both short-range and budget planning. This process will commence in the Fall of 1998.

Program Review Process

As a complement to the planning effort, the College will begin a comprehensive program review process. The administration is committed to the development and implementation of a formal process of program review, as required by the ACC Board and SACS. Program Review will occur in a four- year cycle beginning with academic year 1998. The first cycle will enable all programs to be reviewed prior to the next SACS accreditation visit. The focus of this evaluation will be to assess all programs, leading to program improvement and quality assurance. It will include a comprehensive analysis of institutional data related to the area. Guidelines will be developed by the Executive Vice President and Associate Vice President for Institutional Effectiveness, in consultation with others including Deans, Task Force Chairs, and Program Coordinators.

In Summary

The system and organizational structures outlined here serve to fulfill SACS criteria and maximize the benefits of the "one college" organization. The College subscribes to a broad-based planning philosophy that is neither driven solely from the top nor bottom. The planning cycles include an annual budget process, and a biennial strategic planning process that results in both short- and long-range plans. The annual budget serves as the college's main annual operational plan and will have demonstrated linkages to both short- and long-range planning. In addition, a systematic program review of instructional areas will occur every four years. Moreover, planning will be increasingly based on the assessment results from the institutional effectiveness process. While this system will take several years to fully implement, the basic elements have been established. Full implementation will result in continuous quality improvement of the instructional areas and a college well-poised to meet the challenges it faces while fulfilling its mission.

Austin Community College
Strategic Planning for 1999- 2004
Timeline for 1998-1999 Process

Date	Activity	Participants
April 1 - April17, 1998	Initial SWOT input via email	Taskforce Chairs Program Coordinators Members of AIT, SAALT
May 1- May 15, 1998	SWOT DELPHI Analysis via scannable forms	Taskforce Chairs Program Coordinators Members of AIT, SAALT
May 22, 1998	Strategic Planning Workshop, Part I Discussion of Strengths, Weaknesses	Strategic Planning Taskforce: Faculty representatives Members of AIT, SAALT
July 3, 1998	Strategic Planning Workshop, Part II Discussion of Opportunities, Threats	Strategic Planning Taskforce
August 24, 1998	AIT Discussion of Process, Strategic Planning Priorities, Intelliquest Presentation	Administrative Implementation Team Intelliquest staff
August 28, 1998	Board Retreat Discussion of Strategic Planning Priorities generated by the Strategic Planning Workshops	Board of Trustees Strategic Planning Taskforce
September 15, 1998	Distribution of Strategic Planning Guidelines for1999-2004 to all units	Taskforce Chairs Program Coordinators Deans Associate Vice Presidents and other administrators Designated Committee Chairs including CODE, SOSPC, Retention, Datatel, Technology, Facilities Vice Presidents

Date	Activity	Participants
September 15, 1998 -November 2, 1998	Unit- level Planning Process including: Visioning in relation to Strategic Planning Priorities Determine implications for next 3 -5 years Include input from Open Campus, LRS, Technology Committee Define strategic initiatives for unit Develop unit-level plans for each initiative, including resources needed, goals, outcomes, assessments	All areas/units Designated Committees including CODE, SOSPC, Retention, Datatel, Technology, Facilities Deans Associate Vice Presidents and other administrators Vice Presidents
November 2, 1998 - December 1, 1998	Unit-level Plans reviewed and recommendations made to College-wide Facilities and Technology Committees	Deans Associate Vice Presidents and other administrators Vice Presidents
December1, 1998 - January 15, 1999	College-wide committees evaluate recommendations and set priorities for the future	Facilities Committee Technology Committee
January 15, 1999 - February 1, 1999	Strategic Planning Initiatives for 1999-2004 reviewed and recommended Institution-wide dissemination of Strategic Planning Initiatives for 1999-2004	Strategic Planning Taskforce
February 15, 1999	Board review of Strategic Planning Initiatives for 1999-2004	Board of Trustees President
February 15, 1999	Publish Strategic Planning Initiatives for 1999-2004	President's Office Strategic Planning Taskforce

Development of the Strategic Planning Priorities

The internal Strategic Planning Process began last March as over 50 faculty and staff were invited to participate in an activity to identify the important Strengths, Weaknesses, Opportunities, and Threats (SWOT) facing ACC.

The SWOT areas can be defined as follows:

Strengths	Internal factors in which ACC excels and must develop plans to take advantage of
Weaknesses	Internal factors which ACC must correct or they will significantly impact our ability to carry out our mission
Opportunities	External factors that are future opportunities for ACC if we are to be pro-active
Threats	External factors that could negatively impact ACC's future if not avoided or addressed

Taskforce Chairs, Program Coordinators, as well as members of the Administrative Implementation Team (AIT) and the Student and Academic Affairs Leadership Team (SAALT) provided broad-based input by identifying over 200 such factors. They then rated these factors in terms of their importance in the strategic planning process. A factor may be important to the College, but not a factor in strategic planning, so it was important to focus on those that related to strategic issues.

Then in May and July, the Strategic Planning Taskforce, including faculty representatives and members of AIT and SAALT, discussed each of the 10 highest rated factors in the four SWOT areas. During this process, the Taskforce identified activities that would assist the College in taking strategic action for the future. An initial list of 20 Strategic Priorities were identified, each with a list of possible initiative and projects.

The results of these activities formed the basis for the discussion at the August Board Retreat. The discussion focused on those Strategic Priorities identified by the Board as being the most strategic in nature. The purpose of the Retreat was to provide an opportunity for input and feedback from the members of the Board to the College. The Retreat also provided an opportunity to generate other strategic initiatives that will be incorporated into the college-wide strategic planning processes. What emerged was one set of planning priorities to guide unit-level planning for all instructional programs and disciplines as well as administrative areas.

The results were then compiled into the 11 Strategic Planning Priorities and related Key Objectives that form the basis for the Unit-level strategic planning process.

Participants in Initial SWOT Analysis

Name	Title
Sheila Ammons	Assistant Dean, Business Studies
Tom Applegate	Executive Dean, Workforce Education
Frederick Baird	Professor, Accounting
Kathleen Baumbach	Assistant Professor, Surgical Technology
Lynn Beaman	Assistant Dean, Applied Technologies, Multimedia, and Public Service
Jeff Bechtold	Associate Professor, Physics
Bob Bixler	Professor, Electronics
Barbara Bolin	Associate Vice President, Workforce Education
Ron Brey	Associate Vice President, Open Campus
Duane Crowley	Professor, Legal Assistant
Maggie Culp	Associate Vice President, Retention and Student Services
Matthew Daude	Associate Professor, Philosophy
Warren Donworth	Professor, Welding
Vincent Foster	Professor, Air Conditioning/Heating, and Refrigeration
Louis Frenzel	Associate Professor, Semiconductor Manufacturing Technology
Frank Friedman	Executive Vice President for Academic and Student Affairs
Frank Garrahan	Professor, Government
Rudy Garza	Professor, Diagnostic Medical Radiology
Donetta Goodall	Associate Vice President, Academic Programs
Cha Guzman	Executive Vice President, Administration and Institutional Advancement
Gary Hampton	Dean, Applied Technologies, Multimedia, and Public Service
John Hastings	Director, Faculty Development
Brian Hay	Assistant Professor, Hospitality Management
Warren Heatwole	Assistant Dean, Applied Technologies, Multimedia, and Public Service
Lou Herman	Associate Vice President, Information Technology
Tony Hernandez	Professor, Automotive Technology
Lee Hisle	Associate Vice President, LRS
Margie Huerta	Dean, Arts and Humanities
David Jones	Assistant Dean, Applied Technologies, Multimedia, and Public Service
Lynn Jones	Associate Professor, Photography
Mary Kohls	Assistant Dean, Computer Studies and Advanced Technology
Livingstone Kumassah	Associate Professor, Economics
Jane Latham	Associate Professor, Office Systems Technology
Roger Leathers	Associate Professor, Criminal Justice
Guadalupe Lopez-Cox	Professor, Spanish

Joe Lostracco	Professor, English
Beverly Mashburn	Professor, Physical Therapy Assistant

Participants in Initial SWOT Analysis (con't)

Name	Title
Mike Midgley	Dean, Computer Studies and Advanced Technology
Jerry Miller	Associate Vice President, Business Services
Ferne Mizell	Associate Professor, Math
Kathy Nabona	Associate Professor, Chemistry
Martha Oburn	Associate Vice President, Institutional Effectiveness
Ed Osborn	Executive, Marketing and Public Information
Rex Peebles	Dean, Social and Behavioral Sciences
Reed Peoples	Dean, Business Studies
Carolyn Ragland	Professor, Medical Laboratory Technology
Tony Ramirez	Associate Professor, Engineering Design Graphics
Maria L. Ramos-Cancel	Professor, Psychology
Marlette Rebhorn	Assistant Dean, Social and Behavioral Sciences
Steve Rodi	Dean, Math and Science
Andrew Saldana	Associate Professor, Commercial Art
Cecile Sanders	Dean, Health Sciences
Nicholas Sarantakes	Assistant Dean, Business Studies
Dolores Segura	Associate Professor, Developmental Reading
Barbara Selke-Kern	Dean, Business Services and Continuing Education
Frances Smith	Professor, Allied Health Sciences
Gail Snyder	Assistant Dean, Health Sciences
Gale Spear	Associate Professor, Child Development
Katherine Staples	Professor, Technical Communications
Jamee Stewart	Professor, Health and Kinesiology
Ed Stewart	Professor, Printing
Regina Swearengin	Assistant Professor, Diagnostic Medical Sonography
Yvonne VanDyke	Professor, Vocational Nursing
Pauline VanMeurs	Assistant Professor, Emergency Medical Services Technology

Participants in Strategic Plan ..ng Workshop

Name	Title
Sheila Ammons	Assistant Dean, Business Studies
Dilip Anketell	Associate Vice President, Facilities
Tom Applegate	Executive Dean, Workforce Education
Barbara Bolin	Associate Vice President, Workforce Education
Ron Brey	Associate Vice President, Open Campus
Maggie Culp	Associate Vice President, Retention and Student Services
Tyra Duncan-Hall	Provost, Central Austin Campus
Saad Eways	Assistant Dean, Math and Science
David Fonken	Dean, Math and Science
Richard Fonte	President
Frank Friedman	Executive Vice President for Academic and Student Affairs
Donetta Goodall	Associate Vice President, Academic Programs
Cha Guzman	Vice President, Administration and Institutional Advancement
Gary Hampton	Dean, Applied Technologies, Multimedia, and Public Service
John Hastings	Director, Faculty Development
Lou Herman	Associate Vice President, Information Technology
Margie Huerta	Dean, Arts and Humanities
Steve Kinslow	Provost, NRG
Janis Koenig	Provost, CYP/PIN
Mike Midgley	Dean, Computer Studies and Advanced Technology
Jerry Miller	Associate Vice President, Business Services
Martha Oburn	Associate Vice President, Institutional Effectiveness
Ed Osborn	Executive, Marketing and Public Information
Rex Peebles	Dean, Social and Behavioral Sciences
Margaret Peloquin	Head Librarian, RVS
Reed Peoples	Dean, Business Studies
Charles Quinn	Associate Professor, Business Management
Tony Ramirez	Associate Professor, Engineering Design Graphics
Cecile Sanders	Dean, Health Sciences
Nicholas Sarantakes	Assistant Dean, Business Studies
Jim Sondgeroth	Assistant Dean, Social and Behavioral Sciences
Linda Young	Director, Grants Program

Participants in August 28-29, 1998, Board of Trustees Retreat

Board of Trustees:

Beverly Watts Davis, Chair
Allen Kaplan, Vice Chair
Hunter Ellinger, Secretary
Lillian J. Davis
Della May Moore
Carol Nasworthy
Rafael Quintanilla
Beverly Silas
John Worley

College Administration/Faculty/Staff:

Richard Fonte
Cha Guzman
Frank Friedman
Donetta Goodall
Martha Oburn
Barbara Bolin
Dilip Anketell
Maggie Culp
Lee Hisle
James Albright (for Ron Brey)
David Fonken
Rex Peebles
Margie Huerta
Gary Hampton
Reed Peoples
Mike Midgley
Cecile Sanders
Tony Ramirez
David Sondegroth
Beverly Mashburn
Dolores Segura
Joe Lostracco
Beverly Kimbrough
John Herndon
Milton Gatewood
Sonia Koerner
Celeste May
Tomi Welch